

Journal OF THE

January, 1944

Vol. III, No. 5



Association for Education by Radio

The Association for Education by Radio

WAR TRAINING PROGRAMS have focused attention upon the fact that learning can be facilitated by the use of various so-called "synthetic" learning aids. These have taken the form of movies, film strips, transcriptions and a myriad of other products of American ingenuity ranging from a small cardboard blinker which the trainee can carry in his pocket to intricate devices in which trainees are given the opportunity to "fire" at "enemy" planes coming in at exactly the speeds and angles at which planes fly in combat.

Not only have these devices, which include radio and recordings, been designed to meet specific training needs, but emphasis has also been placed upon teacher "know how" in their instructional use. The

Navy, for example, has one complete unit in the Training Division of the Bureau of Personnel charged with helping Navy instructors to learn about available training aids, and assisting them to use the training aids effectively. Other civilian and military groups are making similar provisions for the continuing improvement of teacher utilization of audio-visual training aids.

Civilian teacher-educators are observing the results and considering the implications for post-war training of teachers. Educators are even now considering methods whereby pre-service teachers can acquire training in the use of aids of learning.

The elective procedure is obviously inadequate if
(Continued on page 10)

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The JOURNAL of the ASSOCIATION FOR EDUCATION BY RADIO

228 North La Salle Street

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Volume III

January, 1944

Number 5

Teaching With Transcriptions

By R. R. Lowdermilk,
United States Office of Education

DESPITE THE FACT that radio programs and transcriptions have gained wide acceptance as convenient sources of new and vital instructional materials dealing with topics of immediate wartime significance, there are still a great many teachers who hesitate to use these materials because they have, somehow, gained the impression that their use requires an entirely new methodology. Actually, the same principles of learning apply, regardless of the medium through which new experience is communicated to students, and many of the teaching devices that have already proved effective with other types of classroom aids are suitable for use with auditory aids.

It is a mistake to assume that merely hearing an educational radio program or transcription will, of itself, result in learning, or that the teacher's responsibility ends with merely exposing students to an educational program of obvious educational significance.

Before presenting a radio program or transcription to a class group, the teacher should always make sure, first, that the students are fully prepared for whatever intellectual and emotional stimulation it is expected to provide. Further, after the group has heard the program, the teacher must carefully guide the group in analyzing the program-listening experience, in clarifying meanings and in identifying their relationship to antecedent experience, and indicating the areas in which these reconstructed meanings can be applied purposefully. Otherwise, hearing even the most outstanding educational program may prove to be nothing more than a welcome diversion from accustomed class routine.

In general, teachers experienced in the use of auditory aids tend to prefer transcriptions to "live" radio programs (except for content of transitory importance, or for content whose primary value lies in its immediate timeliness), since the use of transcriptions eliminates two disadvantages of using radio

programs. First, in using transcriptions, the teacher is able to pre-audit a program in order to become thoroughly familiar with its content and emphasis before playing it to a class group. Second, and equally important, a transcription may be played to a class group at the most convenient time, without rearranging class schedules. In general practice, the instructional routine (or "utilization pattern") most commonly followed in using transcriptions includes five steps:

- (1) The preliminary preparation by the teacher.
- (2) The pre-listening preparation of the class group.
- (3) The listening session.
- (4) The post listening analysis of the program.
- (5) Consequent activities motivated by the program (also, sometimes designated, respectively, as: "Teacher's Preparation," "Student Preparation," "Exposure," "Assimilation," and "Application.")

Teacher's Preliminary Preparation

Before meeting with a class group to discuss the use of a transcribed program, the teacher should first audit the entire program, as suggested above (or study it in script form, if a script is available). Any terms, concepts, names, locations, or idioms likely to be unfamiliar to the class group should be noted for discussion or explanation when meeting with the class group to discuss the program topic. Any supplementary materials, such as reference readings, maps, and pictures, related to the program topic should be assembled where they will be conveniently accessible for use by the students. The teacher may also list a few questions which can be used to lead students to recall past experiences or information related to the program topic. Finally, check the transcription-playing equipment in the room where the program will be played.

Pre-Listening Preparation of the Class Group

Usually, the first step in preparing a class group for listening is to discuss the transcription or program topic

with the students to find out how much they already know about it. The teacher should be alert for misinformation or strong prejudices students may reveal, and should either try to correct such misconceptions, or list them for further examination. Similarly, new or unfamiliar terms, concepts, names, locations, and the like, which were noted by the teacher when pre-auditing the program, should be explained to the group, or listed for further discussion. Finally, the teacher should attempt to summarize items of information or opinions about the program topic which indicate that existing information is inadequate, or about which students have raised questions.

The Listening Session, Proper

If the pre-listening session has achieved its intended purpose, it should leave the class group to hear the program. To insure that this interest will continue throughout the playing of the program, the physical conditions of the room where the program is played should provide the maximum possible comfort for the students. Further, distractive influences should be kept as low as possible so that the continuity of attention will not be broken. Careful attention should be given to the volume level of the program, to make sure, first, that the program is loud enough for all the students to hear it without effort, and, second, that it is not too loud. (Either of these extremes will quickly fatigue listeners!) Finally, it may be well for the teacher to point out that note-taking is unnecessary, since any portion of the program can be repeated at will, and that the only useful purpose to be served by taking notes would be to identify points in the program about which students may want to raise questions in the subsequent discussion session.

Group Analysis of the Program

Just as the pre-listening discussion should have served to organize and stimulate student interests in the program topic, so the experience of hear-

(Continued on Page 9)

THIS MONTH in the News

• **"Town Meeting" Contest.** \$50,000 in war bonds will be awarded in a nationwide contest for the best plans to stimulate postwar employment, it has been announced by George V. Denny, Jr., moderator of "America's Town Meeting of the Air." The contest is open to all U. S. citizens, including those in service, and a copy of the winning entries will be sent to government officials and agencies concerned with postwar problems.

• **New Equipment.** Complete speech input equipment was received recently by the radio department of Montana State University. The University's schedule of broadcasts, presented regularly over Station KGVO, Missoula, will not originate direct from campus studios.

• **The Texas School of the Air** began its fifth consecutive year of educational broadcasting this fall.

• **The University of Michigan** plans to build a frequency modulation station at Ann Arbor. Requesting unlimited time, university regents have made application to the F.C.C. for a non-commercial, educational station to be operated on 42,900 kilocycles.

• Earl J. Glade, vice president of KSL, was elected mayor of Salt Lake City in his first political venture. Hizzoner is a member of the AER.

• One of radio's war heroes is R. Morris Pierce, chief engineer of WGAR, Cleveland, who is credited with having been largely responsible for the surrender of the Italian Navy. Pierce, on leave with OWI and stationed at Allied Force Headquarters in Algiers, overcame transmitter difficulties and succeeded in broadcasting the surrender terms to the Italian fleet. Pierce was cited for the accomplishment in a broadcast by Admiral Cunningham, British Commander of the Mediterranean. The surrender terms were "accepted" by another broadcaster, Comdr. Harry C. Butcher, former CBS vice-president, now naval aide to General Eisenhower.

• Dick Keplinger of KOMO, Seattle, was named national winner of the 1943 H. P. Davis Award (gold medal, \$300 cash). Regional winners, one from each of the four different time zones, were: Don Lyons, WSYR, Syracuse; Orval Anderson, WFAX, Dallas; John M. Woolf, KDYL, Salt Lake City; and Herb Allen, KFI, Los Angeles.

New Use for Radio

For the first time in the history of educational broadcasting, the Board of Education of New York City has approved for full credit two courses for teachers based on radio programs. Teachers satisfactorily completing these in-service courses will get full credit toward annual salary increases.

The programs selected are "Lands of the Free" and "Music of the New World," presentations of the NBC Inter-American University of the Air.

"Lands of the Free" is a historical series dealing with the growth of the American nations (NBC Sundays at 4:00 p.m., EWT). "Music of the New World" is a series dealing with the growth of music in the Americas, (Thursdays at 11:00 p.m., EWT).

At the same time, Leimont Farley, director of public relations for the National Education Association, announced plans for an extension of this type of in-service training of teachers by radio on a nationwide basis.

Dr. Farley announced the formation of a Committee on Use of Radio in Supervision to study the plan. The following persons are being invited to serve on the committee: Jacob Greenberg, associate superintendent of schools, New York, N. Y., chairman; John K. Norton, professor of education, Columbia University; Ruth Cunningham, secretary, Department of Supervision and Curriculum Development, NEA; Hilda Machling, secretary, Department of Classroom Teachers, NEA; Roscoe L. West, president, New Jersey State Teachers College, Trenton, N. J., and president of the American Association of Teachers Colleges; George D. Stoddard, commissioner of education of the State of

New York; Alexander J. Stoddard, superintendent of schools Philadelphia, Pa.; Ruth Henderson, State Department of Education, Richmond, Va.; and Herold Hunt, superintendent of schools, Kansas City, Mo.

Dr. Farley, in commenting upon the NEA action, said: "The National Education Association has observed the New York experiment with keen interest. It has felt that the resulting action to provide full credits is momentous in its meaning for the modernization of education and its adaptation to present day media."

New Region 5 V. P.

John W. Gunstram, Director, Radio and Visual Education, in the State Department of Education for Texas, has been appointed to the interim vice presidency of Region No. 5 in place of A. L. Chapman.

The Constitution provides that the president of the Association is empowered to appoint an interim officer or member of the Executive Committee. The place will be filled at the time of the next regular election.

Chapman has accepted a commission in the Navy as lieutenant and is working in the Visual Aids Section of the Bureau of Personnel on evaluation procedures. Chapman is one of the original committee of nineteen founding the AER.

Dental Health Program

The Council on Dental Health of the Akron Dental Society has prepared a handbook entitled "Radio Course of Study Handbook on Dental Health." It is addressed to all members of the Akron community and has been prepared as guidance in following the series of educational broadcasts outlined in the handbook. The series of programs is entitled "Dental Health".

This is the first enterprise of its kind that has been developed in this country and interestingly enough the lesson sheets follow the typical thematic arrangement of the average school radio manual. The name of the dentist is listed along with the subject, theme, facts to remember, and questions to answer. Each broadcast is assigned to a different dentist except for certain programs dealing with nutrition family action and other topics of a scope somewhat broader than that of the field of dentistry alone.

Free copies of this handbook may be had by writing the Office of Radio Education of the Akron Board of Education School of the Air.

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Error!

On page 13 in the December issue of The Journal of the AER the heading should be: AER—Stephens College Conference, 1943—please correct this in copies for our files.—The Editors

JUST RELEASED! RCA'S EXCITING AND INSPIRING NEW EDUCATIONAL FILM...



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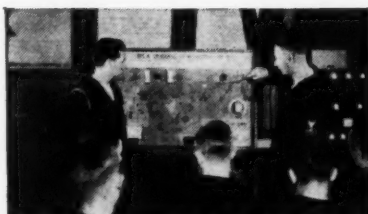
Fast-moving, action-packed, authentic . . . plenty of human interest, too, as it tells the story of how two young radio "hams" are transformed by the Army Signal Corps and the Navy into valuable members of Uncle Sam's great fighting team. Write for booking date TODAY . . . use the coupon below.

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Mail the coupon now for your booking date!



EDUCATIONAL DEPARTMENT—RCA VICTOR DIVISION

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We Take You Now to—

Cleveland, Ohio—Station WGAR and Wayne Mack:

I'd like to speak for WGAR, Cleveland, and thank you for this opportunity, in the AER Journal. Your interest in our bailiwick is gratifying to us, you may be sure, and we're grateful.

WGAR has been granted an increase to 5 KW power, with a move to 1220 on the band. This represents a bright and wonderful thing for us, who have been tucked away under somebody's galoshes you might say, at 1480. If you go much higher than that you get bird calls.

Our specific interest in postwar planning is beginning to jell and take shape. We have a program, "Our World Tomorrow," which brings to WGAR mikes various top men in Cleveland industry, two at a time per broadcast, and their stories are threaded together by **Jules Eschner**, a member of the locally setup planning board. Our idea here is not to lick the whole problem in one series, but rather to introduce the thought, to keep pressing the urgency of everybody's thinking in terms of preparing NOW for a return to a peacetime economy, and all that it means. Of course, this is just getting our foot in the door. The next six months will bring a development of whatever aspect seems right. Or aspects.

WGAR's "City Club Forum" is in the midst of another successful season. This is a Saturday session, broadcast directly from the Cleveland City Club rooms on Vincent Ave., with the town's most progressive-minded citizens gathering to hear leading personalities of the nation, invited here to talk on pertinent topics. We carry the whole thing, including a question and answer period following the speech. We meet censorship regulations by killing the mikes during all questions from the floor. The chairman then rewords the question to the listeners, and the guest answers or declines to answer as he sees it. It's a valuable thing, and has become rather an institution in Cleveland.

"Your Opinion Please" is a panel instituted by WGAR a month ago, to respond to a need which we have felt. We refer to the publicizing of a community's accentuated problems in wartime . . . garbage collection, delinquency, housing, etc. The thought is that these things do not suddenly cease to confront us, even in the light of the graver issues of life and liberty. Again, we do not attempt to solve them, but rather to point the way to

an intelligent approach to them, to remind people that to be vigilant at all should mean to be vigilant in all things, not just a few.

Our format includes two moderators who handle every other program respectively. We divide our programs into local problems one week, international affairs the next. Qualified authorities on each subject, chosen locally, comprise the panels of discussion.

An outstanding feature of our plans for the winter is a series of trips by teams of WGAR department heads to other stations throughout the country, to study their methods of coping with wartime broadcasting problems, and to share with them WGAR's own findings. We hope much will come of this, much that will make for effective service to our listeners in this area.

WGAR continues into another season as liaison between CBS "American School of the Air", and Station WBOE, the progressive short-wave station operated by the Cleveland Board of Education under the astute direction of **Dr. William Levenson**. We feed WBOE the "School" series through our master board, and they record them for convenient broadcast to their study groups. We also broadcast over WGAR many of the programs arranged and produced by the WBOE staff for public consumption.

Ann Arbor, Michigan—University of Michigan and Waldo Abbot:

The University of Michigan inaugurated its 19th season of broadcasting on November 14th. Programs are to be presented this year over Station WJR, of Detroit, and WKAR, of East Lansing. The three one-half hour programs scheduled for WJR are Dr. Maddy's "Hymns for Freedom" and a quiz program which is tentatively called "Faculty Club." The feature program of WJR, "In Our Opinion," is to be broadcast on the second Sunday of each month on the Ann Arbor campus. Station WKAR will carry four 15-minute programs and three 10-minute programs each week. All but one of these are faculty programs. In addition to these programs, transcriptions will be made for the after midnight periods on Station WJR, also to be sent to other State Stations.

Enrollment in broadcasting classes continues to be high, but feminine. Quite a few Marines and Navy men are enrolled, some of whom have had professional experience, which helps out the announcing staff. Professor Abbot continues to communicate with his former students, and during No-

vember sent out 250 letters to boys in the service. Copies of this letter can be obtained by writing to him.

Urbana, Illinois—University of Illinois and Frank Schooley:

The University of Illinois campus where war and women have largely, but not completely, taken over activities of the University's radio station, WILL. Women are now being used for operation of the station's technical equipment, announcing, continuity writing, musical programs, acting, receptionists, and classroom broadcasters.

The administrative and managerial staffs have not been hit critically by the war program, but resources of faculty and student talent have been limited. More than 500 members of the University's staff have gone to war. Few men are seen on the Illini campus, nowadays.

Jim Ebel, Chief Engineer, is the only licensed male operator on the staff. The other is a woman, **Jean Walden**. On the announcing staff, headed by **Paul Bolman**, there are two boys discharged by the army. The rest are co-eds. Dramatic production director, **Nat Erwin**, is hard-put to find males for his shows. Musical program director, **Lan Demming**, hasn't found a male voice for any program.

There are favorable aspects of the situation. Professor **Alta Gwinn Saunders** is broadcasting from the classroom as she lectures to her students on "Business Letter Writing." Professor **Florence Lawson** and Professor **Laura Huelster** are broadcasting a series of "Home Exercises for Fitness" for those serving the warfront on the home front.

Jesse Heathman, in charge of programs for the Department of Home Economics, is serving the homemakers of Illinois with the latest information on food, nutrition, and homemaking.

Probably the only station in the country carrying market reports by women is WILL. **Mary Lenkner** and **Virginia Davis** can keep up with any experienced male announcer as they read figures off the board for those interested in grain and livestock reports.

Then, there's **Wanda Eidemann**, a blind University student who translates her scripts to braille before announcing musical programs.

Syracuse, New York—Station WSYU, Syracuse University and Marjorie Hurtubise:

Hello, everyone! There have been some changes made up here on the HILL since we last talked to you. It all started with the arrival of a brand new staff. The Head of the Household, **Kenneth Bartlett**, still is not quite sure how we all got here. Every so

often he re-introduces himself to us over again. And **Hollis Merrill** (she's the new secretary) reminds him that both she and **Lyle Conway** (who is now the technical director of the workshop) used to be former students of his. So in a sense the staff isn't actually brand new, except for myself. Technically known as the new assistant, yours of the 24th wants to thank you of the AER Journal for the opportunity of telling you what we're doing, how we're getting along and what's coming up on our radio calendar.

The big show going into production now is "Youth Speaks" to be aired soon over 400 stations. The script was the product of conversations overheard in college corridors, of letters from service men in North Africa, Australia, Alaska addressed to "Dear Prof." And the presence of hundreds of aviation cadets flooding the university campus with their medley of air corps songs offered a stimulating background for the script writing class whose job it was to catalog the material, shape it and finally produce it. We think it's going to be a show!

Another new program added to the panel is the Women's Army Corps show "Report for Duty" broadcast every Tuesday night over station WFBL. To date the series has utilized the talent of both the Syracuse Army Air Base Band and the Radio Workshop Players to advantage. With the assistance of Captain **Mildred Van Horn** we've dug in for material that offered human interest appeal. It's been an interesting experience all the way around. The other service program the Army Air Corps show went off the air last week for "sponsored" reasons.

Among the old stand-bys are the East-West Series and "The News and You" with Dr. **M. Lyle Spencer** Dean of the War Service College and founder of the School of Journalism and the perennial favorite "The Forestry Forum" reviewing each Saturday the importance of forests and of forest resources in relation to the nation's war time needs.

And now before we round off this newscast, we'd like to mention the Saturday morning Campfire Girl's program now on the air with a review of the week's activities. This program has been taken over by one of our graduating seniors **Mim Lowry** and she's doing a good job with her young broadcasters. Along with Mim Lowry there was a general senior exodus on December 21st. We bid a fond good-bye to **Larry Barnes**, our chief engineer to **Julie Chase** president of our AER chapter and to **Marilyn Berglas**. Good luck to them all, we say!

Du Quoin, (Ill.) Township High School and Louise Flynn:

For the fourth consecutive year now we have carried a series of radio programs advertising our annual music festival. Ours is one of the smaller high schools belonging to the AER and we have the added handicap of having

to travel forty miles to the nearest radio station.

Nevertheless, we have produced many shows, not the least of which is one mentioned above. This year we broadcast by remote control, using the entire student body as studio audience.

New Tools for Learning

Paul H. Sheats, Director, New Tools for Learning

UNDERLYING the creation of the **New Tools for Learning** office is the assumption that radio will achieve maximum effectiveness as an educational medium when it is used in combination with other media and as part of a learning experience which is much more carefully planned than casual radio listening is likely to be. Four important, non profit and non-partisan educational organizations have joined forces to establish **New Tools for Learning**. Radio is represented by the "University of Chicago Round Table," movies and recordings by the New York University Film Library and Recordings Division, pamphlets by the Public Affairs Committee, Inc., and face-to-face meetings by the Institute on Postwar Reconstruction at New York University.

Let us look at the ways in which this cooperative enterprise reinforces and supplements the educational job done by the "University of Chicago Round Table" on the NBC network. The University of Chicago radio office prepares and publishes transcripts of the broadcasts. These transcripts are more than verbatim reports of the "Round Table" programs. They contain charts and graphs, supplementary information, discussion questions, and reading references on the subject of the program, as well as copies of letters from listeners and biographical information about the participants. While several thousands of these transcripts may be distributed as the result of a single broadcast, much of the material which they contain can be used to good advantage over a considerable period of time as supplementary information for use in classrooms and in adult discussion groups.

Accordingly, **New Tools for Learning** relates the transcripts to course titles and discussion topics along with films recordings, and other pamphlet materials, publishes catalogs and special listings*, and provides a counseling service to teachers, speakers, discussion leaders, and program chairmen

in the use of the material. Transcripts are also used by **New Tools for Learning** in exhibits and displays at educational meetings and in demonstrations which it conducts. Thus, the University of Chicago radio office can get current and up-to-date information on the usefulness of the material, the kind of subjects people would like discussed, the type of help and supplementary information which the transcripts should include.

There is a second way in which the **New Tools for Learning** program implements the educational efforts of the University of Chicago Round Table. As radio educators well know, widespread use of "live" broadcast in listening groups or in classrooms is necessarily limited by the fact that often the best programs come at a time when large sections of the country might find it impracticable to make group use of the broadcasts. Thus, the Sunday afternoon hour for the "Round Table" is ideal for family listening but quite unsuitable for classroom or listening group reception.

Accordingly, the **New Tools for Learning** office with the cooperation of the Recordings Division of the New York University Film Library has arranged for the recording of many of the "Round Table" broadcasts. One group of four programs on "The Postwar World" has been recorded with a special introduction to the series by Raymond Gram Swing. The series is available in an album complete with supplementary pamphlets and study outlines. A guide on "Recordings for Classrooms and Discussion Groups" has been printed by **New Tools for Learning** for use with the series. These recordings are already being used by many schools and adult groups as an aid to learning about the problems of the postwar period.

Much experimental work needs to be done in the educational use of "new tools". Procedures for the most effective use of radio transcripts and recordings need to be perfected. **New Tools for Learning** should be at least one important agency through which the wider educational use of these newer media can be encouraged.

*The latest guide to materials is a 61-page pamphlet "New Tools for Learning About War and Postwar Problems." Copies are available free of charge on request to New Tools for Learning, 280 Madison Ave., New York 16, N. Y.

They Say-

Contributions from AER members as well as excerpts from statements of interest in the press, from radio and the speaker's platform.

World-Wide Radio

Excerpt from speech by Miller McClintock, president of the Mutual Broadcasting System, at Sales Executive Club on December 14.

"Even now in primitive lands, group listening to the village set is not uncommon. If broadcasting has penetrated that far, without any organized effort on our part, think how far it can go if we put radio reception easily within their individual reach! Indeed, I can think of few better ways in which the interested governments could secure better understanding among nations than to dispense some of the largess in terms of listening facilities.

"Providing these facilities where none now exist is a long term investment. But it is no more unusual than supplying any other article that in time can be paid for in trade or cash.

"If this sounds like the ancient joke about selling iceboxes to the Eskimoes, let me remind you that at the recent **Herald-Tribune** Forum a government worker from Alaska said that at that moment the Eskimoes were probably listening to the Forum over their home radio sets!

"Just let us remember this: Despite their color or condition, all the peoples of the earth have two ears, and their minds are not vastly different from ours. Because of this common receptivity, radio is the perfect vehicle for educating and broadening people over a period of years to the point where they will have a definite desire to improve their standards of living.

"It is significant that broadcasting is the only advertising medium that could undertake such a world-encompassing job. For in radio the story is told by the human voice, which even the illiterate can understand. No one even needs to learn to read, to understand radio.

"Admittedly, the illiterate can probably understand only his own language, and this is true of the majority of literate people as well. Does this, then, put an obstacle in the path of world-wide radio advertising? Yes, but it is by no means insuperable!

"We know it is not practical for a radio advertiser to broadcast his program and his message in a variety of languages—which brings us to the very

timely topic of Basic English.

"... I believe that ... if radio exposes non-English speaking peoples to Basic, it will be a comparatively short time before they will have at least a grasp of it. The process will be gradual, with at first just a word or two of Basic English repeated throughout the radio script written in the native tongue, until finally the entire program ... can be broadcast in this miniature language."

Objectives for Legislation

Niles Trammell, President of the National Broadcasting Company, Inc.:

"There are two primary legislative objectives which every citizen will endorse and support. They are:

First, to guarantee broadcasting in all its forms as a free and unfettered medium of mass communication, secure from government censorship and bureaucratic domination.

Second, to guarantee a sound economic system of broadcasting so that private enterprise may give to the American public, television, frequency modulation, facsimile, and all the other developments which science and the war research have made available, and thus continue to provide the radio audience with the world's finest radio service.

Endorsed!

Editors' note: The following resolution was approved by the First Conference of Ministers and Directors of Education of the American Republics, held in Panama from September 27 to October 4, 1943.

The Conference

Considering: That broadcasting, in addition to its great value as a cultural vehicle, can be employed as an important teaching tool;

That in the countries of America, because of their topographical characteristics and the difficulties of communication, the radio is called upon to carry out the high purposes of neighborly cohesion, of the spreading of culture and of the improvement of teachers;

In conformity with Recommendation XCII of the Eighth International Conference of American States;

Agrees: To recommend the employment of the radio for educative ends and also the installation of receiving sets especially in isolated rural communities, whether they have schools or not, using government funds as well as the contributions of patrons and cultural cooperation societies for the purchase of the radios.

Alpha Epsilon Rho

Alpha Chapter, Stephens College. On November 1, Alpha chapter initiated twelve new members: Helen Whitehead, Hope Maxwell, Geraldine Sauerborn, Gloria Cohan, Frances Dick, Mary Lynn Kunkel, Patricia Tobin, Patricia Halliday, Anne Irvin, Joan Doebbler, Ruth Fetscher, and Patricia Freeman.

Alpha chapter carries regular programs on KTX, the campus radio station. Selected members of the chapter are used as assistant producers for the college programs on KFRU, the local commercial station. A program is now in preparation for production on television station W9XBK in Chicago, and another for KMOX, St. Louis.

Beta Chapter, Syracuse University. Beta chapter members have been giving help to other groups of students on the Syracuse campus, teaching them script-writing, radio acting and production. Organized as a project, the work extended over an entire semester. When help in announcing was offered, four different groups operated simultaneously; this part of the project had to be cancelled for lack of studio time.

Delt Chapter, Michigan State College. Mary Jane Martin, President of Delta, writes that three new members have been initiated, but their names are not yet ready for release. Next month?

Epsilon Chapter, Ohio State University. On December 1, by vote of the active chapters, the WOSU Players, Columbus, Ohio, was granted a charter in national Alpha Epsilon Rho. The Players handle about seventy hours a year of broadcasting over WOSU, and have been in active operation since April 21, 1941. Their standards for membership are very high and require versatility as well as quality.

Ohio State has been using the airways since 1922. President of the new chapter is Floris Nadine Clark, with Martha Babington as Secretary and Sadie Garapedian as Treasurer. Sponsor is E. S. Sprague. The Executive Secretary wishes to commend the completeness of the exhibit sent by way of application for the charter.

General News. Copies of a proposed ritual are being sent to all chapters for approval. As it stands, the ritual is a composite of several in use by the different chapters. After suggestions for revision have been received and acted upon, it is proposed to print the revised form.

Back the Attack with United States War Bonds and Stamps

School Broadcast Conference

"Radio's Role in the War-Time Classroom" was the theme of the Seventh Annual School Broadcast Conference, held November 28-30 at the Morrison Hotel, Chicago. Executive chairman was George Jennings, Acting Director, Radio Council, Chicago Public Schools. The executive committee included David Heffernan, First Assistant Superintendent, Cook County Schools; Elizabeth E. Marshall, Program Director, Chicago Radio Council; and Judith Waller, Public Service Program Director, Central Division, National Broadcasting Company.

Utilizing demonstrations of a mathematics broadcast and of a literature broadcast were heavily attended by teachers of the Chicago Public Schools. The demonstrations illustrated how radio can be included in the war-crowded schedules of schools, to integrate the curriculum, and to motivate subjects for which there is special need in the post-war world.

By vote of the Sponsoring Committee of the Conference, the Annual Award of Merit, presented to the individual who has furthered radio education outstandingly, was given to Major Harold W. Kent, Liaison, War Department U. S. Office of Education, at the annual School Broadcast Conference luncheon on Monday, Nov. 29.

Accepting the scroll from Miss Waller, Major Kent said, "In accepting this award, Miss Waller, I am proud to join the company of the previous winners; you, Sterling Fisher,

and Robert Hudson. I believe that both commercial broadcasters and educators have taken their responsibility in the use of radio in the classroom. As to the future, I see an ever-widening spectrum, including a television band, set aside for educational use exclusively. I accept this award in behalf of all of you, who are the crusading band of radio education enthusiasts." The luncheon was attended by Dr. William H. Johnson, Superintendent of Chicago Schools, and by numerous administrators of the Chicago system, as well as by the radio industry and teacher delegates.

"The Listener's Stake in American Radio," opening session of the Conference, featured two of the Quiz Kids, Claude Brenner, and Pat Conlon, questioning radio industry experts. The regular "Quiz Kids" broadcast from Hollywood was heard in the Conference meeting. James L. Fly, Chairman of the Federal Communications Commission, speaking from Washington, D. C., on the broadcast stated: "The School Broadcast Conference serves to remind us again that radio is more than a mere medium of amusement. It is also, as the Quiz Kids so delightfully demonstrate, a means of education. Even more important, the Quiz Kids prove that the entertainment and educational functions of radio are not opposed to one another. Who could have foreseen that a group of youngsters answering classroom questions on history, science, and liter-

ature could become one of the greatest sources of entertainment to the American public? It is education by radio, and especially the listener's responsibility to radio that the School Broadcast Conference is discussing in Chicago tonight. Let me wish it success in its deliberations; it will now take us six seconds to switch to Hollywood."

Among the "Quiz Kids" from the radio industry were Michael R. Hanna, WHCU, Ithaca, New York; Mark Haas, WJR, Detroit, Mich.; John Gillen, WOW, Omaha, Neb.; William Quarten, WMT, Cedar Rapids, Ia.; and Miller McClintock, President, MLS, who asserted:

"American radio, after only 20 years of growth, is the most potent educational influence for the masses of our people which has ever been developed. Together, the schoolmen and the broadcasters of the nation can build educational influences assuring a perpetuation of individual freedom of thought and a guarantee of democratic processes for the future of our country."

At the Monday morning session, "What Radio Should Mean To You," Leo G. Herdeg, superintendent in charge of elementary schools, Chicago Board of Education, told the attending teachers and industry delegates that, as he saw it their job was to sell radio, by teacher-training by the Chicago Radio Council's system of radio

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SPEAKERS' TABLE at annual SBC luncheon. Left to right: George Jennings, director of conference; R. S. Lambert, Canadian Broadcasting Corporation; Major Harold W. Kent, president of the AER; Judith Waller, NBC; Col. Edward Kirby, War Department, who was the principle speaker; Basil Atherton; Leo Herdeg; David Heffernan; Jerry Walker.

Exchange Department

Definitions

What is a Radio Coordinator?

In each of the Portland high schools and grade schools the principal asked one teacher to serve as the Radio Coordinator, with two definite responsibilities. The Coordinator receives all information regarding radio programs for in-school listening, such as **In-School Listening Radio Programs**, the weekly **KBPS Publicity** and **School Broadcast Listings** and the **Columbia School of the Air Manual**; and informs each teacher of the programs that are available for her use. The second duty is to arrange for and to help with the broadcast of any school program from KBPS*.

What is the AER?

The Association for Education by Radio is a national organization that promotes educational interests through radio. Last January, Oregon was the first state to organize a state chapter in the national association. All Portland teachers, principals and supervisors interested in the growth of education by radio are extended a cordial invitation to become an active member of the Oregon Chapter.

What is the Portland Radio Council?

It is a local organization that seeks to inform the community of radio's duties and responsibilities to the public and to suggest programs for good listening. Membership is open to all civic groups as well as to individuals interested in radio from the lay viewpoint.

—Mary Elizabeth Gilmore,
Program Manager of KBPS.

Communications Class

South High in Columbus, Ohio, has added to its curriculum a course in communications. The course is taught by South's veteran physics teacher Mr. Edwin Stauffer. Although the class is very small, there being only nine in the advanced class and eleven in the beginning class, it is generally expected the enrollment will be much higher next term.

The course goes in to the technical phases of communications, such as the building of radio sets, Morse code and the theory of electronics. South is very capable of handling the course as they have the facilities for this type of work, such as microphones, radios, and recording equipment. The purpose of the course is to teach and prepare the

pupils for their place in the armed services. At present it is a pre-induction course. However, if enough students are interested, it will become a permanent study.

—Margaret Fleming.

Here It Is

During Mrs. Kathleen Lardie's work study session at the School Broadcast Conference someone asked about a source of theme music. Several years ago I got a copy of **Incidental Music** by Ralph Sandor. I recommended this book at the time but could not give the address, which is 110 W. 42nd Street, New York, N. Y.

—Louise Flynn, Du Quoin (Ill.)
Township High School.

Act I, Scene I

After years of sleepy dreaming
Undisturbed by radio scheming,
Philadelphia's wide awake!
Contributions now we'll make
To radio in education,
(With the help of every station.)

Came the dawn 'way last July
With a workshop at K-Y.
W. Oh, what joy! What rapture!
Many techniques we did capture.
Filed them all for future use;
In September turned them loose
On the city's public schools.
Taught them how to use the tools
Necessary for a broadcast.
(Now they're learning very fast!)

Actors, sound men, actresses
Strive for just the proper stresses.
Writers toil by the page,
Showmanship is all the "rage".
As our radio knowledge grows
Broadcasts come out "on the nose".
Producers coax us into line,
(Help to keep our programs fine.)

Your blessing, pray, as we go
Uniting school and studio!

—Ruth A. Doerr, Radio Assistant,
School District of Philadelphia,
Dept. of Superintendence.

• Before the war, sales of radio apparatus totalled less than a half billion dollars annually. It is conservatively estimated that the return of peace will usher in a \$3,000,000,000 a year industry.

BACK THE ATTACK WITH UNITED STATES WAR BONDS AND STAMPS

*Station KBPS is owned and operated by Portland Public Schools.

School Broadcast Conference

(Continued from Page 7)

consultants, and by distributing printed information regarding available programs. Mr. Herdeg also stated, "The classroom does have time for radio, to motivate and to integrate the curriculum. Radio is a means of bringing the world of today into the classroom."

Edward J. Kelly, Mayor of Chicago, greeting the Conference, stated: "Radio is a tool of science that, of necessity, must be made an adjunct of education if you, as educators, are to train our children properly to face the responsibilities which they must assume as adults in a troubled world."

At the luncheon of the Association for Education by Radio, Richard S. Lambert, Counsellor, Canadian Broadcasting Corporation, announced that next spring his country would contribute a program series to NBC's Inter-American University of the Air, based on Benjamin Franklin's unsuccessful effort to persuade Canada to become a member of the American union. Mr. Lambert stressed the extent to which Canada is dependent on its national radio in its development as a free, independent, sovereign nation. Revealing that the CBC's educational programming is a modest effort compared with what American radio is doing, Mr. Lambert predicted that more and more would be heard from Canadian radio in the future.

As main speaker at the SBC luncheon, Col. Edward M. Kirby, Chief, Radio Branch, War Department, stated, "How radio treats the facts of war is the most vital purpose of this educational, war-time conference. Many of us in radio sometimes find ourselves hardened to emotions because they are part of our craft. But we should never lose sight of this fact in our programs, in our scripts, in our productions: That the boy in uniform next door is in the uniform in which he may give his life that we may live."

Besides the Annual Award of Merit to Major Kent, Radio Station KOA, Denver, Colorado College, and the Rocky Mountain Radio Council were cited by the SEC for promotion of a public service program titled "Let's Make Music." A number of teachers were cited for their classroom use of radio. Series cited included programs from the School of the Air of the Americas; the Canadian Broadcasting Corporation; Stations KEX, KOIN, WJR, WJJD, and WIND.

Teaching With Transcriptions

(Continued from Page 1)

ing the program should have tended to leave convictions and to clarify understandings. The program may have provided answers to some of the questions raised during the pre-listening discussion, or it may have sharply challenged pre-existent beliefs and loyalties of individual students. For some listeners, it may have furnished the central hypothesis for tying together previous experiences whose inter-relatedness had not yet been sensed. For others, it may have served to indicate the significance of problems which, before, had seemed inconsequential or remote. It is extremely improbable that a program will affect all members of the listening group in the same way or in the same degree. It is important, however, that the teacher try to discover precisely what new experiences the program provided for the group, and to help the students, individually and collectively, to incorporate these new experiences into the total pattern of antecedent experience. Particular attention should be given to the re-examination of student beliefs about the program topic which were expressed before hearing the program, and an attempt should be made to discover to what extent the program provided answers to the questions raised at that time. Finally, the understandings gained from hearing and discussing the program should be summarized and organized, and still-unanswered questions should be noted for further exploration.

Consequent Activities

Teachers should bear in mind that the enjoyment of a program can sometimes be spoiled by needlessly prolonged elaboration of factual items of only minor importance, or by microscopically meticulous analysis of aesthetic appreciations. In the case of purely appreciative programs, it may be desirable not to continue the post-listening discussion beyond the point of finding how the students were affected by the program, and clarifying any points that were imperfectly understood. In other instances, the teaching devices already suggested may be sufficient to insure the maximum educational effectiveness of a program. However, in some cases, the experience of hearing and discussing a program may arouse sufficient interest to fill students with an immediate urge to find out more about the topic, to apply new insights or understandings, to acquire some new skill or ability, or to take an active part in providing some worth while school or community service. If any of these effects are noted, the

teacher should help the students, either individually or as a group, to plan activities and projects which will give them an opportunity to apply these newly-awakened interests and motivations in practical situations. The precise nature and sequence of teaching operations to be followed in any given situation, of course, will have to be determined by the teacher in charge of the class group.

"Education for Freedom" New Mutual Series

"Education for Freedom," a thirteen-week series of programs featuring world-famed educators and writers, began on the Mutual network Monday, December 13, from 10:15 to 10:30 p.m. EWT. Each week a distinguished leader of American thought will participate.

"The object of this series," announced Miller McClintock, president of Mutual, "is to bring before the American public, men of reknown in the educational field who will speak frankly and humanly about the problems confronting the nation in its educational system, and outline in simple language what needs to be done in order that America shall become a better informed nation."

State Dept. Collaborates In New NBC Series

"The Department of State Speaks" is the title of a series of programs that will begin on NBC January 8. Purpose of the program is to explain the foreign policy of the Government to the public.

The place of Congress in American foreign relations will be emphasized through participation of prominent Democratic and Republican members of Congress.

- A wartime census of U. S. radio homes disclosed that (1) 89% of American homes (or 32,500 families) now possess one or more radio sets, (2) that 24% have two radios and (3) that 6% have three or more. The census, conducted by the Office of Civilian Requirements, involved interviews in about 5,000 homes, scientifically selected to provide an accurate sample.

- William B. Lewis, former OWI and CBS official, has been appointed executive vice-president and general manager of the American Network, Inc., by the board of directors of the FM organization. The appointment becomes effective about April 1, after Mr. Lewis has completed the nation wide study of programs he is making for CBS.

Let's Learn Spanish

THE INFLUX of mail when the program "Let's Learn Spanish" went on the air over WTOP Washington to forty-eight stations of the Columbia Broadcasting System was so great that postmen staggered beneath the loads and staff members blanched as they saw the mail relentlessly arriving daily.

"Let's Learn Spanish" which was first heard on WQXR is the brain-child of the radio department of Time and Life Magazine and is broadcast by WTOP from 12:15-12:30 p.m. EWT on Sundays, with a rebroadcast from 11:15-11:30 p.m. Sunday night. Each broadcast takes the form of a conversation between two friends, Joe Bishop, an American, and Pepe Obispo, a Spaniard who teaches Joe his language. It's practical Spanish . . . Spanish to be used in everyday situations.

The program is so written that if a broadcast lesson is missed, the series can be continued without difficulty. Vocabulary lists are supplied listeners, so that it is possible to start the course at almost any time.

A booklet accompanies the course and is available to listeners for 25c. To date, at WTOP alone, about 7500 quarters have been received. Stacked in a pile, they would be approximately one-quarter the height of the Leaning Tower of Pisa. And still they come.

The program has aroused a good deal of interest in educational circles. With its use of the direct conversational method, it is a lively, interesting, and stimulating quarter hour. The way these radio language lessons are presented they arouse the intellectual curiosity of the student and this, as every teacher knows, is more than half the battle in learning a language.

It seems probable that a good percentage of those taking this course will be sufficiently interested and intrigued to continue the study. The adult whose curiosity is thus aroused will probably explore other paths of foreign culture opened to him. With the absorption of literature, the culture, the language, and general mores of other nations will come, inevitably, understanding. And this is one of the goals of the program.

Video-phone

"I foresee the day when not only will we have color television broadcasting all over the country, but also when every telephone will have its video attachment."—T. A. M. Craven, member of the F.C.C. and its former chief engineer, Nov. 31, addressing Senate Interstate Commerce Committee.

Editorial

(Continued from Inside Front Cover)

any institution of higher learning is to train all teachers thoroughly. During the pre-war period the number of radio and visual education elective courses increased tremendously. This increase in number of courses and in number of teachers enrolled caused an erroneous belief that in a few years most teachers would be well-trained to use radio and visual education materials effectively. Actually, the number of teachers having had these courses was pitifully small in comparison to the total number of teachers.

Every teacher should have college training in the sources of audio-visual aids, and in the technics of their use. This is just as essential as is a knowledge of the books in a specialized field.

Training in the use of audio-visual aids must become an integral and regular part of student teaching and must be given under the supervision of specialists in this field. At two points in the teacher-training program, student teachers should come in contact with audio-visual materials. First in the pre-student teaching period, student teachers should become familiar with the resources available and be given an opportunity to use radio, recordings, motion pictures, filmstrips, and other audio-visual resources as they learn to teach. Second, student teachers should have available to them the counsel and assistance of persons highly trained and experienced in the use of all curriculum aids.

Only through teaching training programs can the resources of audio-visual materials—and this includes radio and recordings—be made known and the use of them be more than a hazy vagueness to the average teacher.

Music on WNYC. To prove that WNYC, New York's Municipal Station, does not "exist just for and due to" recorded music, as pointed out in a chance remark to the station staff, WNYC finds that of the total 450 hours broadcast in June, 293, or better than 65.1%, were devoted to good music, while in July the totals were 337 hours out of 465, or better than 72% devoted to fine music, the station reports. Breaking down these musical hours, the survey shows that during June WNYC broadcast 63 hours and 15 minutes of live music from studios and concert halls—or 21% of the total music broadcast during the month. In July, the figures read 87 hours and 20 minutes of live music, or better than 26% of all the music broadcast on WNYC during that month.

Educational Program Listing

Editors' note: Herewith is a release from the U. S. Office of Education which describes the new network listing plan worked out by the Federal Radio Education Committee. The Editorial Board of the AER believes that this listing of educational programs can be a useful service to state departments of education and through them serve teachers and administrators in schools throughout the country.

Inauguration of a monthly Educational Radio Program Listing Service to aid teachers throughout the Nation was announced recently by the Federal Radio Education Committee and the U. S. Office of Education, of the Federal Security Agency.

Twenty-seven network programs are on the first list which was forwarded to all State superintendents of schools for distribution to local schools.

Convinced that educationally valuable network programs are not being utilized fully, the Federal Radio Education Committee composed of 14 representatives of the radio industry and education urged that a list of "educationally significant" network programs be prepared and widely disseminated.

Each network recommends educational radio programs for the Listing Service. On the basis of standards agreed upon, an Advisory Committee of four educators makes its selections. The list is then mimeographed and sent to the State departments of education with the caution that it can best be used as the basis for preparing State and local lists which include local and regional educational radio programs.

Members of the Advisory Committee appointed by U. S. Commissioner of Education, John W. Studebaker, Chairman of the FREC, are:

Belmont Farley, Director of Public Relations, National Education Association.

Elizabeth Goudy, Director of Radio and Visual Education, Los Angeles County Schools, now on leave as Specialist in Training Techniques of Visual Aids, U. S. Office of Education.

Clyde M. Huber, Registrar, Wilson Teachers College, and Chairman, Radio Committee for District of Columbia schools.

Lt. (j.g.) Hazel Kenyon Markel, Educational Director, Station KIRO, Seattle, on duty as Assistant Administrative Officer, Radio Section, Office of Public Relations, Navy Department.

Following are the "three major considerations" agreed upon by the Ad-

visory Committee as a basis for its judgments:

Educational significance.—The program should present information, concepts, and opinions that are important to the maintenance and development of the democratic way of life. The program is also educationally significant if it builds a favorable attitude toward, or gives an appreciation of, our cultural, social, and ethical values.

Radio program quality.—The program should be well written, well produced, simply presented, and in good taste both from the standpoint of content and of sponsorship.

Instructional adaptability.—The program should lend itself to use by teachers for classroom instruction, both as to length of program and the time at which it can be heard. Instructional adaptability also considers organization of program content and its usefulness at different maturity levels.

"News comment and analysis programs by individuals have not been considered for listing," said the Committee, adding, "Such programs have great educational value, but the Advisory Committee believed the great number of them precluded any careful application of the criteria or thorough hearing for evaluation."

Programs on the first list issued are: Invitation to Learning, Weekly War Journal, Reviewing Stand, Transatlantic Call: People to People, University of Chicago Roundtable, N. Y. Philharmonic Symphony, Army Hour, Lands of the Free, NBC Symphony, The American School of the Air, The Sea Hound, Science at Work, Cavalcade of America, Gateways to Music, Prelude to Victory, Report to the Nation, Passport for Adams, This Nation at War, New Horizons, Tales From Far and Near, This Is Our Enemy, America's Town Meeting of the Air, March of Time, Wings to Victory, This Living World, Meet Your Navy, Let's Pretend, Little Blue Playhouse, Metropolitan Opera, People's Platform, The Man Behind the Gun, and For This We Fight.

Additional programs are under consideration for future listing.

"We are all conscious of the splendid educational radio programs on the air," said Commissioner Studebaker. "This service should help teachers who cannot now obtain sufficient advance information from newspaper listings. With radio's importance growing constantly, schools desire to give increased attention to radio as a modern aid to learning."